

Purpose: Recount

This section describes the *key characteristics* of “recount” purpose writing.

Using the Scoring Rubric

The progress indicators in the scoring rubric have been developed to help teachers understand and evaluate their students’ progress and achievement in writing. Teachers are asked to make a “best-fit” judgement as to the level at which their student’s writing most predominantly sits for each of the seven content areas: *Audience Awareness and Purpose, Content/Ideas, Structure/Organisation, Language Resources, Grammar, Spelling, and Punctuation*.

Deep Features

Audience Awareness and Purpose:

The writer aims to inform or entertain a reader or listener by reconstructing a view of the world that the reader can enter. Recounts centre on the sequenced retelling of experience, whether real or imagined. There are three common types of recount that have variations in focus. Personal recounts involve the reconstruction of a personal experience that often includes reflections on the writer’s feelings. Factual recounts involve the recounting of events from an informational perspective (“A visit to McDonalds”) and often include statements of observation as asides to the recounting of events (“The ice-cream machine behind the counter is big and shiny. I saw people polishing it. It takes a lot of work to keep it that shiny”). Imaginative recounts may involve the writer in recounting events from an imagined perspective (“A day in the life of a Viking raider”) or recounting imagined events from a personal perspective (“A field trip to Mars”) that may include both imagined observation and comment.

Content/Ideas:

Recounts use a succinct orientating device early in the piece to introduce characters, settings and events to be recounted (i.e., who, what, why, where, when, how). A point of view, the perspective from which the recount is told, is often established here. Events are related in time order. Comment or observation and/or reflection is used to foreground events or details of significance to the writer. These may be interwoven with the retelling. Optional is a re-orientation that is an ending statement often used to reflect or comment on the events recounted or to predict future events (“I had a great time at Camp Hunua. I wonder what will happen to us next year!”).

Structure/Organisation:

Recounts are organised around a sequenced account of events or happenings. They follow a time sequence in that they are organised through time (i.e., conjunctions and adverbials show linkages in setting events in time and ordering the events and the passage of time).

Language Resources:

Specific people, places, and events are named (“On Saturday, our class had a sleepover at Kelly Tarlton’s Underwater World in Auckland” or “Today, we raided Lindisfarne Abbey to gather more gold for our longboat”). Detailed recounting makes extensive use of descriptive verbs, adverbs, adjectives, and idiomatic language to catch and maintain reader interest. There is frequent use of prepositional phrases, adverbials, and adjectivals to contextualise the events that unfold. Dialogue or direct speech is often used to give the recount a “realistic” feel, to assist in the reconstruction of the events, or to provide opportunities to comment on the happenings.

Many action verbs tell of happenings and of the behaviours of those involved. Some relational verbs are used to tell how things are as the writer reflects, observes or comments. The choice and use of vocabulary often reflects the desire to create particular images or feelings for the reader. Verbs are commonly in the past tense, though tense can vary in the comments (“On Tuesday, Mary and I went to the shop. We are best friends.”).

Surface Features

Grammar:

This dimension of text refers to accepted patterns in language use rather than with grammatical choices made by writers to achieve particular purposes. Here we refer to aspects of grammar such as subject-verb agreement, the use of complete verbs/verb groups, and the appropriate and consistent use of tense-choices for verbs. It is a student’s ability to control language patterns at this level of text that is judged here.

Spelling:

Spelling is considered separately and is related to increasing skill and knowledge about high-frequency words (HFW), simple spelling patterns, complex spelling patterns, and the spelling of irregular or technical vocabulary. The judgement of spelling is made in the context of the student’s text but evidence to support the judgement needs to be considered carefully.

Punctuation:

This dimension of text refers to the degree of control a writer shows over punctuation. This control ranges from showing an awareness of sentence punctuation to being able to use complex punctuation effectively. Again scorers are required to locate evidence to support their judgements about a student’s competence.

Scoring Rubric, Purpose: RECOUNT

	Level 1 (Proficient)	Level 2 (Proficient)	Level 3 (Proficient)	Level 4 (Proficient)	Level 5 (Proficient)	Level 6 (Proficient)
Audience Awareness and Purpose	<p>Writer writes primarily for self and occasionally demonstrates awareness of audience</p> <p>Attempts to retell a past experience or happening.</p> <p>Assumes shared knowledge of the context with the audience</p>	<p>Writer recognises they are writing for an audience other than self.</p> <p>Retells a past experience or happening.</p> <p>Assumes shared knowledge of the context with the audience.</p> <p>May include hook at beginning of text to engage audience's interest,</p>	<p>Writer shows some awareness of purpose and audience through choice of content, language, and writing style.</p> <p>Attempts to capture the audience's interest through a variety of means e.g., humour, selected anecdotes, language choices.</p> <p>Gives audience most information needed to make sense of the past experience or happening. e.g. sufficient description of setting and situation.</p> <p>Uses beginning of text to attract attention and provide adequate context for the recount.</p>	<p>Writer shows awareness of purpose and audience through choice of content, language, and writing style.</p> <p>Deliberately tries to inform and/or entertain audience through a variety of means, e.g., humour, selected anecdotes, language choices.</p> <p>Gives audience information needed to make sense of the past experience or happening' e.g., sufficient description of setting and situation.</p> <p>Beginning of text attracts attention and provides adequate context for recount.</p>	<p>Writer shows awareness of purpose and targets the audience through deliberate choice of content, language, and writing style.</p> <p>Deliberately tries to inform and/or entertain audience through a variety of means e.g., humour, selected anecdotes, language choices and some relevant reflective comments on the action.</p>	<p>Writer shows awareness of purpose and targets the audience through deliberate choice of content, language, and writing style.</p> <p>Deliberately tries to inform and/or entertain audience through a variety of means, e.g., humour, selected anecdotes, language choices, and relevant reflective comments on the action.</p> <p>Speaks directly and/or indirectly to audience making strong connections and drawing audience into recount.</p> <p>Adjusts content, details, and style to effectively bridge gap between writer and audience.</p>
Content/Ideas	<p>Writing covers one or more domains appropriate to purpose, e.g., happenings, participants, timeframe, place.</p> <p>Some attempt to add detail</p>	<p>Begins with an orientation (background information) using some of the elements of recount, e.g., happenings, participants, timeframe, place, etc.</p> <p>Attempts to add detail.</p>	<p>Begins with an orientation (background information) using elements of recount, e.g., happenings, participants, timeframe, place etc.</p> <p>Attempts to add detail in order to comment on, or evaluate significant points of interest.</p>	<p>Uses essential elements of recount.</p> <p>Focuses on and develops some specific events and interest areas, which may link to a central theme or emotion.</p> <p>Shows some evidence of interpretative reflection, thoughtful observations, and evaluative comments on recounted events, possibly by sharing thoughts and feelings with the audience.</p>	<p>Includes a comprehensive, yet succinct orientation.</p> <p>Focuses on and develops specific events and interest areas with clarity.</p> <p>Shows evidence of interpretive reflection, thoughtful observations, and evaluative comments on recounted events, possibly by sharing thoughts and feelings with the audience.</p>	<p>Writer's sense of looking back and analysing event(s) is fully integrated through the recount.</p> <p>Enriches recount with interpretive comments, evaluations, observations, and sustained appropriate selection of details linked to a central theme or emotion.</p>

	Level 1 (Proficient)	Level 2 (Proficient)	Level 3 (Proficient)	Level 4 (Proficient)	Level 5 (Proficient)	Level 6 (Proficient)
		May make a simple attempt to conclude.	Includes a simple conclusion.	Includes a simple appropriate conclusion.	Links ideas and events in the conclusion to content.	Links conclusion thematically to content.
Structure	<p>Some evidence of time order.</p> <p>Sometimes links events by simple words that indicate the passage of time, e.g., "then", "next" etc.</p>	<p>Largely sequences events in time order.</p> <p>Links events by using simple connectives that indicate the passage of time e.g., "first", "then", next.</p>	<p>Sequences events in time order.</p> <p>May links events by using connectives (words and/or phrases), e.g., "later that evening", "because" etc.</p> <p>Attempts paragraphing.</p>	<p>Manages sequencing (events in time order) well.</p> <p>Links events in ways that indicate cause and effect and /or passage of time, e.g., "such as", "as a result", "beforehand", etc.</p> <p>Uses paragraphing linking main ideas and supporting details.</p>	<p>Shapes events to achieve a sense of coherence and wholeness.</p> <p>Uses a range of connectives within and between paragraphs.</p> <p>Uses paragraphs with main ideas and supporting details. Links sentences thematically to topic of paragraph or section.</p>	<p>Shapes events and reflections and/or observations effectively to achieve a sense of coherence and wholeness.</p> <p>Organises and interweaves detailed events with interpretive reflection and/or observations.</p> <p>May experiment with conventional structures for particular effect or purpose, e.g., repetition, flashback.</p>
Language Resources	<p>Uses some key content and high-frequency words</p> <p>Uses simple past tense.</p>	<p>Attempts to add detail by using a variety of verbs, adverbs, adjectives, and other language devices, e.g., simile.</p> <p>Attempts to experiment with vocabulary.</p> <p>Uses simple past tense.</p>	<p>Adds detail using a range of language devices, e.g., figurative language</p> <p>Uses precise verbs to describe actions and events and to capture thoughts and feelings.</p> <p>Experiments with descriptive and figurative vocabulary.</p> <p>Consistently uses appropriate verb tense.</p>	<p>Uses some language devices selectively to add detail for impact.</p> <p>Selects some precise verbs to describe actions and events and to capture thoughts and feelings for impact.</p>	<p>Selects language devices to add detail for impact.</p> <p>Selects precise verbs to describe actions and events and to capture thoughts and feelings for impact</p>	<p>Deliberately chooses descriptive and /or figurative language to show physical, emotional, and psychological states rather than just naming them.</p> <p>Consistently matches appropriate vocabulary to maturity of live experiences being recounted.</p>

	Level 1 (Proficient)	Level 2 (Proficient)	Level 3 (Proficient)	Level 4 (Proficient)	Level 5 (Proficient)	Level 6 (Proficient)
Language Resources (continued)	May attempt to use direct speech.	May include direct speech.	Includes direct speech appropriately to assist with reconstruction of events.			
	Shows some understanding of pronoun use.	Shows some understanding of pronoun use.	Largely controls pronoun use.			
	Uses some language appropriate to purpose and audience.	Uses Some language appropriate to purpose and audience.	Uses language that is generally appropriate to purpose and audience.	Uses language appropriate to purpose and audience.		
	Mainly uses simple sentences, with some variations in beginnings. May attempt compound and complex sentences	Uses simple and compound sentences, with some variations in beginnings. May attempt complex sentences.	Uses a variety of sentence structures, beginnings, and lengths.	Uses a variety of sentence structures, beginnings, and lengths for effect .	Uses a variety of sentence structures, beginnings, and lengths for effect and impact .	Uses complex, appropriate, varied sentence construction.
Grammar	Attempts to use basic grammatical conventions when writing simple and compound sentences, e.g., consistent tense	Uses most basic grammatical conventions correctly when writing simple and compound sentences e.g., consistent tense, subject-verb agreement, consistent pronouns, correct use of prepositions.	Uses most grammatical conventions correctly when writing simple, compound, and some complex sentences.	Uses most grammatical conventions correctly when writing simple, compound, and complex sentences.	Uses almost all grammatical conventions correctly when writing simple, compound, and complex sentences.	Sustained control of sentence grammar evident throughout piece. Control enhances communication.
	Errors may interfere with meaning.		Errors no longer interfere with meaning		Uses the conventions of grammar with few intrusive errors.	
Punctuation	Shows some simple sentence indication, e.g. capital letters, full stops.	Uses most simple sentence indication i.e., caps, full stops, question marks.	Uses simple correct sentence indication i.e., caps, full stops, question marks.	Uses consistent correct sentence indication i.e., caps, full stops, question mark, exclamation.	Uses the conventions of punctuation with few intrusive errors.	
	Errors may interfere with comprehension.			Errors do not interfere with comprehension.		
		Attempts some other basic punctuation e.g., caps for proper nouns, commas in lists, speech marks, apostrophes for contraction.	Uses some other basic punctuation correctly e.g., caps for proper nouns, commas in lists, speech marks, apostrophes for contraction	Mostly uses accurate complex punctuation e.g., commas, colons, hyphen, ellipsis, apostrophe of possession, and the punctuation for dialogue	Uses complex punctuation accurately e.g., apostrophes, colons, hyphens Some success with using commas, semicolons for embedded, parenthetical, and conditional phrases or clauses.	

	Level 1 (Proficient)	Level 2 (Proficient)	Level 3 (Proficient)	Level 4 (Proficient)	Level 5 (Proficient)	Level 6 (Proficient)
Spelling	<p>Spells some high frequency words (Lists 1-3) correctly</p> <p>Begins to use some common spelling patterns, e.g., “and”, “band”, “hand”</p> <p>Attempts to spell words by recording dominant sounds in order.</p>	<p>Spells most high frequency words (Lists 1-4) correctly.</p> <p>Understands frequently used spelling patterns (e.g., changing y to ies, double consonant when adding ing).</p> <p>Approximate spellings show knowledge of consonant sounds, blends, and vowel sounds.</p>	<p>Spells most high frequency words (Lists 1-6) correctly.</p> <p>Understands most spelling patterns including some complex patterns (e.g., plurals using ch,sh,x,o).</p> <p>Has some success with multi-syllabic (hygienic), irregular (yacht), or technical words.</p>	<p>Few errors within high frequency words (Lists 1-7).</p> <p>Understands most spelling patterns including most complex patterns e.g., soft ‘g’ or ‘c’, keep the ‘e’ manageable.</p> <p>Uses complex multi-syllabic irregular or technical words.</p>	<p>Demonstrates a good understanding of spelling patterns with few intrusive errors.</p> <p>Sustains control of complex multisyllabic, irregular, or technical words.</p>	<p>Sustains control of complex multisyllabic, irregular, or technical words.</p>

Annotated Examples for Recount Purpose

<p>START WRITING HERE</p> <p>Swimming Sports</p> <p>last year me and my friend Tain was doing swimming sport I come frist I get about 5 poin for my team and my team siad to my you went so well you do good work what you hare do so I went to Tain and siad you hare dased so well is well and then me tain emma sam was going to swimer so i come frist agin and then Tain sam emma I went up to they agin and siad you went well then it was trised and as they tell us hol many poin went go and then mere come three but soemtim came last.</p>		<p>Audience Awareness and Purpose 2B</p> <p>This recounts a past (last year) happening/event (swimming sports). Recounts some events from swimming sports (I came first). S/he assumes some shared knowledge (that we know who Tain, Nikke, Emma and Aroha are). Is recounting at a basic level. Low reader interest.</p> <p>To score higher than 2B S/he needs to focus the recount to reflect the purpose of recounting a success. Needs to elaborate for the reader so s/he can relate to the experience.</p>
<p>Grammar <2B</p> <p>Control of tense is lacking. Irregular verb forms are not understood. Subject verb agreement often confused. Most sentences incorrect (many run-ons) and meaning is lost.</p>	<p>Spelling <2B</p> <p>Many errors in HFW. Little evidence of common spelling patterns.</p>	<p>Content/Ideas 2B</p> <p>This writer simply recounts events. The orientation is limited. Content is relevant but limited and no foregrounding of specific/important events is apparent. There is no attempt to conclude ("it is finished" appears to refer to the race). This is a "blow-by-blow" account of swimming sports – often feels repetitive.</p> <p>To score higher than 2B S/he needs to include more background info to orient the reader. More information about the success of "coming first" in the races. The writer should be encouraged to reflect on/report observations of particular incidents for the reader.</p>
<p>Punctuation <2B</p> <p>There are more errors in this child's punctuation use than correct use. Much basic punctuation is incorrect (capitalisation of proper nouns, no commas in lists). No correct complex.</p> <p>To score 2B or above This writer needs assistance to punctuate sentences and to use both simple and complex punctuation correctly.</p>	<p>Language Resources 2B</p> <p>Language is simple. Direct speech adds nothing! Uses simple past tense. Repetitive sentence structure. Very limited adjectives/ adverbs/ verbs.</p>	<p>Structure/Organisation 2B</p> <p>We assume that these events are largely sequenced in time order (s/he uses "and then" and "again")</p> <p>To score higher than 2B S/he needs to learn how to indicate the passage of time in a recount (by using conjunctions).</p>

START WRITING HERE

It was Tuesday 4:30pm about an hour and a half after school. I arrived on time at the Te Aroha Netball Courts Centre. I was actually feeling nervous but anxious in away. As I prepared my self, for the coming events everyone crowded around in a circle. I on the other side of the court. I then quickly picked my self up and ran over to join the circle. I then realised it was the coaches picking the reps teams. They then asked us if we could warm up by quickly running around the courts. As we had finished, they called out our names to mark that we have arrived. Then they gave us positions to play. We ran on court to our positions. We were now trialling out for the rep teams. As the game started I was playing as good as I could until the end. We then stopped they said all the names that they would like to come back for a second trial. As I heard my name called I was so excited. I waited to hear any of my friend's names. We then were told what teams we were in either the A or B I then heard my name. I screamed with joy and excitement. "I made it!". I repeatedly said. I felt great.

Audience Awareness and Purpose 3A

After a flat start, the reader recounts using some description and giving some detail. There are some attempts to capture interest (waiting for names to be called).

To score higher than 3A The writer would need to work more on involving the reader right from the start by creating more vivid descriptions and attempting to create atmosphere.

Content/Ideas 3P

Some points are selected for attention but remain underdeveloped (coaches and calling names). Comments and evaluations are attempted ("I was actually feeling nervous", "I felt great"). Observation is basic, sequence of events is related, and an attempt to conclude is made ("I felt great").

To score higher than 3P The writer needs to focus her writing on the success she achieved in the game. Add detail and description that will help readers relate to the recount. Improve the orientation and conclusion to help readers focus.

Structure/Organisation 2A

Events are in time order and can be followed, but seem repetitive (conjunction use is limited – "as", "then", "and"). No paragraphing evident but ideas are grouped.

To score higher than 2A This writer needs to demonstrate more effective ways of linking ideas across the text and to begin using paragraphs to manage the structure.

Language Resources 3B

Attempts to add detail but variety of adjectives and adverbs is limited and is not maintained throughout the piece. Some varieties in sentences, but sentences seem repetitive ("and then", "I then") at times.

To score higher than 3B The writer needs to learn to vary sentences to keep reader interest. Demonstrate evidence of image enhancing verbs/adjectives/adverbs.

Punctuation 3A

Sentence punctuation is correct and other basic punctuation is mostly correct. Some examples of incorrect use of possessive apostrophe ("friend's name's").

To score higher than 3A The writer needs to demonstrate use of complex punctuation.

Grammar 4P

Most sentences correct. Control of complex sentences though range is limited.

To score higher than 4P The writer needs to demonstrate control of a greater variety of complex sentences.

Spelling 3A

Most HFW spelt correctly. Inconsistent spelling of 'then'. Evidence of some understanding of more complex spelling patterns (trial, trialling, repeatedly, coaches).

To score higher than 3A This writer needs to demonstrate control of her ability to spell technical, multi-syllabic and irregular words.

It was finally July. My legs ached from the three hour car trip but my body quivered with anticipation. It had been a whole year since I had seen Mt Ruapehu. Today, I knew it was right there but it was one of those days when the fog smothers everything. As the car missed the 'chateau' I knew I was back and there would be a great day of snowboarding. It only took ten minutes from the Chateau to the chairlift carpark and I couldn't wait, I was so excited.

I had hitched a ride with my friend Hamish and the only downside to the situation was that I had to hang out with a skier for the day not to mention that he thought he was better than me. Everyone knows snowboarding involves more skill than skiing. The air was very soft up in the mountain. No wind, no rain, but I could only see around ten metres in front of me because of the fog. The fog would probably lift later in the day and I would be roasted alive in my snow jacket.

Though I couldn't see far, it was days like this I yearned for. Days where the mountain had few people on it, days where the only sound you could hear was the soft sliding noise of the edge of your board cutting through the fine powder. I would not have to wait in any queues for minutes on end. The thought of a whole day of non-stop snowboarding made me want to burst with joy.

Hamish wanted to go to the west ridge and ski. He stated he liked it there but I knew in conditions like these it would be icy and treacherous. We caught a lift over there and then caught a ride up the West Ridge course on the T-bar lift. The snow was quite icy beneath my board. I had virtually wasted twenty minutes coming over here to the West Ridge to receive the great satisfaction of snowboarding on ice.

We eventually reached the top. The course seemed like a steep icy hell into blank nothingness. Hamish took point because he knew the terrain better. He disappeared into the fog so I strapped up my bindings and went after him. After about a minute of snowboarding Hamish came into view. I shrieked to a halt.

"What's wrong?", I asked.

"There's a jump at the end of this hill. Are you up for it?", Hamish said.

"Well...", I muttered reluctantly.

"Well what? C'mon, don't be a pussy", he bleated.

Next thing I knew I was lying about ten metres from the jump in an awkward position. The fact was that the jump had lead me right into an icy cliff face. I had jumped ~~the gap~~ off the ramp but on landing I had collided straight into a wall of ice. Blood seeped from my cheek. Next time I won't be doing any jumps in the fog, that's for sure.

Audience Awareness and Purpose 6P

Writer interests the audience by both the content and the mood of excitement and anticipation. Comments recalling previous pleasures, linked to the arrogance of the skier, hold anticipation high. Details are kept to the relevant minimum. The ending is abrupt and leaves gaps but is just acceptable.

Content/Ideas 6B

Emotional states are used to lead the audience through the predictable facts, with sufficient information being given to set the scene. The personalised nature of the writing – opinion, emotion, expectation, criticism – allows the audience to identify with the writer.

Structure/Organisation 6B

Good opening sentence – the "hook" is based on the writer's excitement. Background is then established. The "body" deals concisely with the decision-making. The "climax" almost happens off-stage. The resolution is almost too economical. Variation of sentence form and the inclusion of some dialogue sustain reader interest.

Language Resources 6P

Technical language well used – naturally included. Emotive language used throughout, including colloquial language (pussy). Stylistic use of repetition. Occasional imagery adds to descriptive strengths. Several impressive expressions – *smothers everything* / *roasted alive* / *blank nothingness* Good selection of vocabulary, especially verbs.

Grammar 6B

No issues. Well controlled.

Punctuation 5P

Punctuation of speech is wrong – "—wrong?", I asked / "—pussy", he bleated. Several misused or missing commas.

Spelling 6B

Minor error proof reading rather than language use (*though* instead of *thought*).

To achieve higher than Level 6B/P The writer would need to attend to the conventions for punctuating dialogue.

<p>Pet day. How could any school seriously expect people to get enthusiastic about Pet Day? This was my way of telling myself I would be OK, trying to reassure myself. Placing my 'safety' in thoughts that were not only untrue, but judgemental, a quality that has done anything but serve me well.</p>	<p>Audience Awareness and Purpose 4A</p> <p>Storyline lurches along without the audience being prepared for the movement. "Pet Day" becomes "Amelia's disaster", becomes "Dog phobia", becomes "Pet Day", becomes "I want to be a vet". The event does not seem to be the focus of the writing. Visual details do attract and hold the reader's attention. The narrator's decision seems completely unjustified – only the word <i>cute</i> suggests an attraction to animals.</p>
<p>It all started with my friend, and it definitely wasn't her fault. Her name was Amelia, and she moved here one year before we did. Amelia was my best friend when I was younger she lived across the road from me. Our parents called us "Leavers in a husk". Pretty lame huh? Anyway, that doesn't matter anymore. She was attacked by a dog. A German shepherd. A big dog. Amelia loved that big white coat, she liked to wear it when she went out. As it bit she bled. The gleaming white coat she loved was turning red. Not the bright red of a fire engine, or the joyful red of freerockers but the deep, thick red of life. As she dyed her coat, she was dying. I didn't register what I was seeing at the time. I was too young and it was beyond my comprehension. A dog killed my friend. A dog. Dog. Dogs killed her.</p>	<p>Content/Ideas 4B</p> <p>School attitude to Pet Day leads to a vivid account of a girl savaged by a dog. Description of a phobia leads very rapidly to a vocational decision. No facts or practices or changed emotions are introduced to justify the decision, or really to link it to the unfortunate dead girl.</p>
<p>I have a dog phobia. They terrify me. It's not enough that they killed her, but they need to terrify me to satisfy their cruel hunger.</p>	<p>Structure/Organisation 4P</p> <p>Clearly sectioned into paragraphs but poorly linked. The logic of the structure is unclear. Variety of sentence structures is well used.</p>
<p>That's why my only form of some comfort was thought. Half thought, providing half comfort. which is also why pet day. PET day. Pet DAY is a waste of my time.</p>	<p>Language Resources 4P</p> <p>Stylistic use of sentence fragments. Rhetorical questions used to hook the reader, and to interact with the reader. Odd expression <i>legumes in a husk</i> – peas in a pod!</p>
<p>I saw my white shirt turn red, and my life get eaten by the dog. But when I look up all I see is my friend, and the dog who now appears so irritatingly cute. And I make up my mind. I want to be a vet.</p>	<p>Grammar 4P</p> <p>Generally reasonable control of the syntax but stylistic use challenges that control.</p>
	<p>Punctuation 4P</p> <p>Several missed commas. Several missed apostrophes. Well-controlled capitals.</p>
	<p>Spelling 4P</p> <p>Accurate spelling of the basic and straightforward words selected.</p>
<p>To achieve Level 5 the writer would need to:</p> <ul style="list-style-type: none"> • Lead the writing towards a consistent conclusion or climax. • Link the paragraphs into some sequence of explanation or development. • When using sentence fragments stylistically, ensure the punctuation supports the syntax used. 	

Selected glossary of terms for the ‘to recount’ purpose

Purpose:

- to inform or entertain a reader or listener by reconstructing a world that the reader/ listener can enter and
- help the reader appreciate or be entertained by a crafted retelling of a personal life experience.

Terms	Explanation	General example
Pronouns	Pronouns are used often, but not always, to ‘replace’ a noun or noun phrase and help the writer to avoid repetition. They can be confusing to a reader if the pronoun references are not clearly made.	Some of the categories of pronoun are: Demonstrative: <i>this, that, these, those</i> Indefinite: <i>anybody, anything, everything, nobody</i> Interrogative: <i>who, whom, whose</i> Personal: <i>I/me, you, he/him, she/her, we/us, they/them, it</i> Possessive: <i>mine, yours, his, hers, ours, theirs, its</i> Relative: <i>who, whom, which, whose, that</i>
Adjectives / Adjectivals	Adjectives are words that describe somebody or something. They build up information around the noun, characters or events. They answer the question: which, whose, how many, what like or what type?	Some types of adjectives are: Classifying: <i>African, plastic, wooden, social,</i> Comparing: <i>smoother, prettier, smallest</i> Distributive: <i>each, every, either</i> Factual: <i>big, soft, blue, round, upper</i> Opinion: <i>elegant, poor, scary, difficult,</i> Quantity: <i>five, sixth, two dozen</i>
	An adjectival is a group of words that are used to give more information about the noun. They may be preceded by a preposition.	had <i>big, foolish</i> paws, <i>most of his head</i> , <i>without raincoats</i> , <i>with freckles on it</i> , <i>on the coffee table</i> , <i>with a grin of appreciation</i> (adjectival phrase)
Verbs	Words that express an action, happening, process or a state of being. Action verbs: are generally the more physical actions that can be observed. In recounts, saying verbs help depict the people (subject) by the way they do or say something.	Some types of verbs are: Action: <i>danced, twisted, screams, repeated, crept, worked</i> Saying: <i>said, pleaded, replied, shouted, complained, cried</i>
	Stative verbs: give information about a state of being or a state of mind.	Stative: <i>am, hoped, felt, seemed, prefer</i>
Present tense verb	The present tense uses the base form of the verb, which changes only in the third person singular where there is an (s) ending.	<i>I look like my mother. Harry looks cheerful today.</i> <i>I wait/ She waits.</i> (present tense)
Simple past tense	Tense tells us about time (when an action takes place) – by adding ‘ed’ to the stem of the verb. Some verbs do not follow this rule and are known as irregular verbs.	<i>Usually I walk to school (present tense) but yesterday I biked.</i> (simple past) <i>He brought his lunch today. We saw the accident.</i> Irregular verbs: <i>bring/brought, see/saw, know/knew</i>
First person	Refers to the speaker(s).	<i>I, we</i>
Second person	The person(s) being addressed.	<i>you</i>
Third person	What is being spoken about.	<i>he, she, it, they</i>
Adverbs/ Adverbials	Adverbs give extra detail and weight to a verb, an adjective, another adverb or a whole sentence. Adding -ly to an adjective forms many adverbs, but there are many that do not end in -ly.	In many cases, adverbs tell us: how (manner): <i>slowly, happily, carefully</i> where (place): <i>here, there, away, home, outside,</i> when (time): <i>now, tomorrow, later, soon</i> how often (frequency): <i>often, never, regularly, sometimes</i>
	An adverbial phrase is a group of words that functions in the same way as a single adverb.	how (manner): <i>in a threatening way, by car</i> where (place): <i>a few miles away</i> when (time): <i>over the weekend, a few days ago</i> how often (frequency): <i>from time to time</i> why (reason): <i>for that reason</i>
Dialogue	A conversation between two parties.	<i>“How was school today?” asked Joy.</i> <i>“Fantastic. We wrote about the storm, Warren replied.</i> <i>“I’d love to read it,” said Joy.</i> <i>“Ok. I’ll bring it home tomorrow,” promised Warren.</i>
Direct speech	When the writer quotes the speaker’s original words. Speech marks are used to show the beginning and end of direct speech.	<i>My Mum said, “Go to bed!” (direct)</i> <i>Mum said go to bed. (indirect)</i> <i>I tried to yell out to him, “Look out you silly goose, you will pay for this.”</i>
Inference	When the writer does not explicitly state their intended meaning. The reader needs to use their existing knowledge to work out the meaning.	<i>They put on their raincoats and gumboots to walk home.</i> <i>(It was raining).</i>
Interpretive reflection	Shares thoughts and feelings with the audience.	<i>I guess that the activities helped us learn from each other. I wonder what will happen to us next?</i>

Terms	Explanation	General example
Foregrounding of significant content	When a writer includes some information to set the scene, explain the situation or to introduce an event or character. Foreshadowing: (as distinct to foregrounding) is the use of clues to hint at what is going to happen later in the plot. It is used to arouse the reader's curiosity and to create suspense.	<i>Mum and Dad live in a caravan with many pets. Because we were studying insects we decided to go to the museum.</i> Foreshadowing: <i>You see it all started when Grandad slopped some brussel-sprouts on my plate.</i>
Types of figurative language	Alliteration: is the repetition of consonants, especially the initial consonant so that the words are linked together by sound.	<i>ruby red rose, Then we walked into the woods.</i> <i>Trees were like witches waving their wands.</i>
	Analogy: an analogy is an extended comparison, in which the writer helps the reader's understanding by relating something new to something they already know.	<i>He was like greedy cat because he was a golden colour.</i>
	Colloquial language: is casual rather than formal. It may be used in writing to create a sense of familiarity.	<i>Just from me to you, here's a trick, use them in a sling-shot, it's bound to work.</i>
	Hyperbole: the writer emphasises a point through exaggeration.	<i>I thought I'd never be able to do that even if I lived to be a bizillion years old.</i>
	Idiom: is an expression, with a meaning that is not meant literally and whose meaning cannot be worked out from knowledge of the individual words. They can be special to a particular country or its language.	<i>You look a bit under the weather this morning. He was off to see a man about a dog. She'll be right. It was a storm in a teacup.</i>
	Metaphor: the writer writes about something or someone using a hidden comparison without using the words: like or as.	<i>My feet had wings. Her gaze was icy.</i>
	Personification: a form of metaphor in which language relating to human action, motivation and emotion is used to refer to non-human agents or objects or abstract concepts.	<i>The roaring monster [the sea] is tucked up in his bed of sand and the flounder have come out to play in the shallows.</i> <i>The threatening green balls...</i>
	Rhetorical questions: the question implies the answer is obvious. It is the kind of question that doesn't need to be answered directly in the text.	<i>Do you really expect me to believe that?</i> <i>Don't you think it's time you settled down?</i>
	Simile: the writer creates an image in readers' minds by comparing a subject to something else by using words: like, or as.	<i>She's got skin that looks like screwed up cellophane and the creases are getting deeper with time. I ran like the wind.</i>
Simple sentences	Simple sentences have a single clause. They have one main idea expressed as subject, verb and object.	<i>We had a great time! My Dad likes friends.</i>
Compound sentences	Compound sentences have two or more clauses joined together by conjunctions such as 'and' and 'but'. The clauses are of equal weight; that is, they are main clauses.	<i>He climbed into bed <u>and</u> he fell fast asleep.</i> <i>My Gran has brown hair and Gran comes in the pool with me.</i>
Complex sentences	Complex sentences contain at least one clause that does not make sense without the other clause(s), i.e., the rest of the sentence.	<i>We ran as if madmen were chasing us.</i>
Variety in sentence structure	There are four basic sentence types. (Please see the grammar pages for more information.) Declarative – a statement- to make clear, e.g., <i>He was the tallest man I had ever seen.</i> Commands - imperatives e.g., <i>Shut the gate.</i> Questions – interrogative- e.g., <i>Has anybody bought some cushions?</i> Exclamations – used to express strong feelings e.g., <i>What a naughty dog he is!</i>	